

FRAMEWORKS
for
SECONDARY CURRICULUM
in
FAMILY AND CONSUMER SCIENCES
March 2007



North Dakota Department of Career and Technical Education
Wayne Kutzer, State Director and Executive Officer
600 E Boulevard Avenue, Dept. 270
Bismarck, ND 58505-0610
www.nd.gov/cte

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North Dakota Family and Consumer Sciences Frameworks Writing Team Members

State Staff

Karen Botine
Supervisor, Family and Consumer Sciences
ND Dept. of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3101
kbotine@nd.gov

Vicki Neuharth
Asst. Supervisor, Family and Consumer Sciences
ND Dept. of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3167
vneuhart@nd.gov

Nicole Wright
Administrator, Research & Curriculum
ND Dept. of Career and Technical Education
600 E. Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
(701) 328-3187
nwright@nd.gov

Teacher Educator

Dr. Mari Borr
NDSU
Fargo

Family and Consumer Sciences Teachers

Joanne DeMars
Williston High School
Williston

Faye Duncan
MayPort CG High School
Mayville

Lori Fleck
Marmot High School
Mandan

Patrice Gedrose
Washburn High School
Washburn

Melissa Moos
Steele-Dawson High School
Steele

Linda Quast
Hazen High School
Hazen

Marie Wolsky
Bisbee-Egeland High School
Bisbee

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FAMILY AND CONSUMER SCIENCES EDUCATION

VISION

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

(developed in 1991 and adopted nationally)

MISSION

Family and Consumer Sciences Education programs prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Frameworks for North Dakota Family and Consumer Sciences Programs

Introduction

The unique feature of Family and Consumer Sciences curriculum is its focus on the *family*. Instruction focuses on preparing learners with the knowledge and skills necessary for satisfying personal and family life. Today's students, however, are expected to function as members and leaders, not only of families, but also of the community and the workplace. The relationship, communication, decision-making, and teamwork skills that support family life are also foundation skills for career success in any field and for productive community involvement. Instructional planning will address both the personal/family and the career/community applications of Family and Consumer Sciences knowledge and skills.

In North Dakota final curriculum decisions are made at the local level. Planning locally enables each instructor and his/her advisory committee to develop curriculum that:

- focuses on knowledge and skills that have been identified as essential content for all learners;
- incorporates the concerns and priorities of the local community into instructional activities based on this essential content; and,
- identifies needs and interests of current students to personalize the curriculum each year.

Localizing curriculum is not a “from scratch” process. The field of Family and Consumer Sciences Education has a body of content that answers the question, “**What must students know and be able to do to function successfully in the family, career, and community roles of their daily lives?**” This body of content is identified in the *National Standards for Family and Consumer Sciences Education* (V-TECS, 1998) and adapted for North Dakota programs in *North Dakota Family and Consumer Sciences Content Standards* (Dept. of Career & Technical Education, 2005). *Frameworks for North Dakota Family and Consumer Sciences Programs* identifies the portion of the body of content from the national and state standards that is appropriate for each level of the North Dakota Family and Consumer Sciences program. These standards and frameworks are the basis for local curriculum planning. Modifications for individual and community needs should be made from these standards and frameworks.

Frameworks for North Dakota Family and Consumer Sciences Programs

How to Use This Document with the ND FACS Standards

The *North Dakota Frameworks for Family and Consumer Sciences Programs* (DCTE, 2006) is a guide for planning a coherent, sequenced program of instruction from middle- through advanced-level courses. This sequence is reflected in the 3-level (middle, comprehensive, upper) matrix that identifies topics appropriate for each level and links each topic to one or more of the North Dakota FACS Standards. As you use the *Frameworks*, keep the following points in mind:

1. Use the *Frameworks* and the *ND Content Standards for FACS* side-by-side when planning. The *Frameworks* lists the topic and related standards. The *Standards* provides more detail to clarify the content of a topic, and to determine whether this content should be planned, taught, and assessed at the Introductory, Core, or Advanced level.
2. The framework for each level of the FACS program is designed for a specific course length:
 - Middle Level – one semester (one semester at either grade 7 or grade 8, or a total of one semester between grades 7 & 8).
 - Comprehensive High School Level – a full-year course, generally at grade 9;
 - Upper Level – a one-semester course for students at grade 10 and above.

NOTE: Semester courses are the recommended offering beyond the 9th grade Comprehensive course. If additional comprehensive courses are the local preference beyond grade 9, draw the appropriate content from the Upper Level (semester course) frameworks.

If your courses differ in length from these “standard” time periods, you will need to adjust the content, as well.

- Courses that are shorter will cover fewer sub-topics within each major topic. To assist you in deciding what to include, the sub-topics are listed in order of priority with the most important sub-topic listed first. For example:

Comprehensive High School	
FOOD PATTERNS AND CUSTOMS	
• Principles of Nutrition (4.3)	<i>Most Important</i>
• Nutritional Needs During the Life Span (8.2)	<i>2nd in importance</i>
• Etiquette (7.6)	<i>3^d in importance</i>

- Courses that are longer than the “standard” course can either include one or more subtopics from the next higher level course or take students to a higher level of competence on a specific standard (from “introductory” to “core” or from “core” to “advanced”, for example).

3. Multiple standards are cited for some sub-topics. The student learning experiences selected and the time allowed for instruction will determine which of the standards are addressed.
4. Generally, the “introductory” level of a standard will be addressed in the first (lowest grade level) FACS course that is offered.
5. Content for the Current Issues topic that is part of all course frameworks will vary, depending on what is happening locally, nationally, or globally that relates to the content area. As current issues are selected, identify the standards that are addressed.
6. The *National Standards for Family and Consumer Sciences Education* did not include a Health content area. The letter “H” before the number of a standard in the *Frameworks* indicates the standard is from the *North Dakota Content Standards for Health* (DPI, 2000)
7. ***Relationships*** is a content thread across the curriculum. You will find Standard 7 (Interpersonal Relationships) referenced in courses such as Family Living, but it is also a logical component of any learning experience that involves students working together, such as in a food preparation laboratory.
8. In some schools, certain FACS courses (such as Consumer and Resource Management) are seldom chosen by students and so are seldom/never taught. The content of such courses, however, is essential for successful living. As you plan curriculum, consider “borrowing” key content from the courses you don’t teach to include in the courses that are taught.
9. Standards can also be addressed through FCCLA programs and projects. Consider the guidelines for FCCLA programs as additional curriculum resources that can be integrated into the classroom for the benefit of all students.

For example:

- When students in the Comprehensive course are working on the topic “Health and Safety of the Child”, they might choose to teach basic traffic safety rules to young children, following the guidelines for F.A.C.T.S. (Families Acting Together for Community Traffic Safety).
- Students preparing reports on their class research projects could follow the guidelines for the STAR Event *Illustrated Talk*.

Further information on the relationship between FCCLA programs and the FACS standards can be found at www.fcclainc.org. Click on “Downloads” and then select “*Implementing the National Family and Consumer Sciences Standards Through FCCLA*”.

10. The *Standards* and *Frameworks* that guide curriculum planning can also be program marketing tools by providing an answer for the perennial question, “Why are you teaching (or not teaching) this?”

Child Development Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09026	Comprehensive High School MIS-03 #09022	Middle School MIS-03 #09006
PREPARATION FOR PARENTHOOD <ul style="list-style-type: none"> Readiness for Parenthood (9.1, 9.4) Functions of the Family (1.1, 7.2, 7.6, 9.1) Planning for a Family (2.1, 7.1, 7.6, 9.1) Adjustments for New Parents (9.1, 9.4) Management of Daily Routines (2.1, 6.1) Legal and Financial Responsibilities of Parents (2.4, 9.1) Teen Parenting (9.1, 9.4) 	PREPARATION FOR PARENTHOOD <ul style="list-style-type: none"> Functions of the Family (1.1, 7.2, 9.1) Readiness for Parenthood (9.1, 9.4) Legal and Financial Responsibilities of Parents (2.4, 9.1) 	
REPRODUCTIVE SYSTEMS (6.1)		
PRENATAL DEVELOPMENT AND CARE OF MOTHER <ul style="list-style-type: none"> Interaction of Heredity and Environment (6.1, 6.2) Stages in Prenatal Development (6.1, 6.2, 6.3) Fads and Fallacies Related to Pregnancy (9.4) Pre- and Post-Natal Care of the Mother (9.4) Responsibilities of the Prospective Father (7.1, 9.1) 		
CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Care of Newborn (6.1) Caring for Children (9.1, 11.1, 11.5) Ages & Stages of Development (6.1, 6.2, 6.3) Guidance of Children (6.3, 9.2) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6) Child Protection (9.2, 9.3) Cultural Similarities and Differences in Child Care and Development (3.2, 6.2) 	CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Caring for Children (9.1, 11.1, 11.5) Cultural Similarities and Differences in Child Care and Development (3.2, 6.2) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6) Ages & Stages of Development (6.1, 6.2, 6.3) 	CARE AND GUIDANCE OF CHILDREN <ul style="list-style-type: none"> Caring for Children (6.3) Guidance of Children (6.2, 6.3) Snack Foods for Children (4.1) Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)
CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> How Children Learn (6.1, 6.2, 11.3, 11.4) Age Appropriate Activities (6.1, 6.2, 11.2, 11.4) Selecting, Buying or Making, and Using Activities and Resources with/for Children (6.3) 	CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> Age Appropriate Activities (6.1, 6.2) 	CREATIVE ACTIVITIES FOR CHILDREN <ul style="list-style-type: none"> Age Appropriate Activities (6.1, 6.2)
CHANGING ROLES AND DYNAMICS WITHIN THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)	CHANGING ROLES AND DYNAMICS WITHIN THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)	
SOURCES OF SUPPORT AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (9.3)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2, 11.1)	RELATED CAREERS (1.1, 1.2, 11.1)	RELATED CAREERS (1.1, 1.2)

Consumer and Resource Management Course Topics & Related Standards

	TOPICS	
Upper Level MIS-03 #09028	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY <ul style="list-style-type: none"> Economic Effects of Changing Roles and Lifestyles (2.4) The Business/Industry Perspective of Consumer Practices (2.3) Effects of Individual Actions on the Larger Economy (2.4) Economic Aspects of Career Planning (2.5) 	ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY <ul style="list-style-type: none"> Economic Effects of Changing Roles and Lifestyles (2.4) Effects of Individual Actions on the Larger Economy (2.4) 	
ROLE OF THE CONSUMER <ul style="list-style-type: none"> Factors Influencing Consumer Behavior (2.4) Rights and Responsibilities of Consumers (2.3) Evaluation of Consumer Information (2.3) Financial Agencies and Institutions (2.5) The Law and the Consumer (2.4) 	ROLE OF THE CONSUMER <ul style="list-style-type: none"> Factors Influencing Consumer Behavior (2.4) Rights and Responsibilities of Consumers (2.3) Evaluation of Consumer Information (2.3) Financial Agencies and Institutions (2.5) 	ROLE OF THE CONSUMER <ul style="list-style-type: none"> Rights and Responsibilities of Consumers (2.3) Personal Spending Plan (2.1)
TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying and Using Resources to Achieve Goals (2.1) Addressing Environmental Issues (2.2) 	TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying and Using Resources to Achieve Goals (2.1) Addressing Environmental Issues (2.2) 	TECHNIQUES IN MANAGEMENT <ul style="list-style-type: none"> Decision-Making (2.1) Identifying Resources and Goals (2.1)
RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Consumer Practices in Purchasing Goods and Services (2.1) Consumer Credit (2.5) Short and Long Term Financial Planning (2.1, 2.5) 	RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Short and Long Term Financial Planning (2.1) Consumer Credit (2.5) Consumer Practices in Purchasing Goods and Services (2.1) 	RESOURCES TO ATTAIN FINANCIAL GOALS <ul style="list-style-type: none"> Consumer Practices in Shopping (clothing & foods) (2.1, 2.5)
CONSUMER SAFETY <ul style="list-style-type: none"> Identity Theft (2.3, 2.4, 2.5) Credit Cards (2.3, 2.4, 2.5) Internet Scams (2.1, 2.3, 2.4, 2.5) 		CONSUMER SAFETY <ul style="list-style-type: none"> Internet Savvy (2.3, 7.2) Protection of Personal and Legal Identity (2.5, 2.3)
SOURCES OF CONSUMER SUPPORT AND ASSISTANCE (2.4)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Family Living Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09132	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
THE FAMILY IN SOCIETY <ul style="list-style-type: none"> • Definition of Family (3.1) • Family Systems (3.1, 7.1) • Family Functions (3.1) • Family Life Cycle (6.1) • Balancing Work and Family (1.1) • Family and Community Interaction (1.3) • Families in Crisis (2.1, 3.1, 7.4, 9.3) • Diversity (3.2) 	THE FAMILY IN SOCIETY <ul style="list-style-type: none"> • Definition of Family (3.1) • Family Systems (3.1, 7.1) • Diversity (3.2) • Families in Crisis (2.1, 3.1, 7.4, 9.3) 	THE FAMILY IN SOCIETY <ul style="list-style-type: none"> • Definition of Family (3.1)
PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> • Developing a Personal Philosophy and Code of Ethics (7.2) • Decision-Making (2.1) • Goal-Setting (2.1) • Adult Roles and Responsibilities (1.1, 6.2, 7.1, 7.2) • Community Involvement and Service to Others (1.3) • Budgeting (2.1) 	PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> • Developing a Personal Philosophy and Code of Ethics (7.2) • Decision-Making (2.1) • Goal-Setting (2.1) • Community Involvement and Service to Others (1.3) 	PREPARATION FOR ADULT ROLES <ul style="list-style-type: none"> • Decision-Making (2.1) • Goal-Setting (2.1) • Community Involvement and Service to Others (1.3)
INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> • Types (7.1, 7.6) • Friendships (7.1, 7.2, 7.3) • Dating (7.1, 7.2, 7.3) • Effective Communication (7.3) • Conflict Resolution (7.4) • Anger Management (7.4) • Teamwork (7.5) • Leadership (7.5) 	INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> • Types (7.1, 7.6) • Friendships (7.1, 7.2, 7.3) • Dating (7.1, 7.2, 7.3) • Effective Communication (7.3) • Conflict Resolution (7.4) • Anger Management (7.4) • Teamwork (7.5) • Leadership (7.5) 	INTERPERSONAL RELATIONSHIPS <ul style="list-style-type: none"> • Friendships (7.1, 7.2, 7.3) • Effective Communication (7.3) • Conflict Resolution (7.4) • Teamwork (7.5)
SINGLE LIVING (1.1, 1.3, 3.1,)		
MARRIAGE <ul style="list-style-type: none"> • Readiness for Marriage (7.1) • Engagement (7.1) • Marriage Customs and Laws (2.3, 3.2, 7.1) • Responsibilities and Adjustments in Marriage (1.1, 7.6) • Successful Marriage (3.1, 7.6) • Divorce (7.1) 	MARRIAGE <ul style="list-style-type: none"> • Readiness for Marriage (7.1) 	
PARENTING <ul style="list-style-type: none"> • Roles and Responsibilities (9.1) • Practices (9.4) • Readiness (9.2) 		
SOURCES OF ASSISTANCE For THE INDIVIDUAL AND FAMILY (9.3, 2.1)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Housing, Interiors, and Furnishings Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09133	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5) Physical, Psychological, and Social/Cultural Considerations (5.1) Types and Styles of Housing (5.3) Housing Decisions (5.1, 5.2, 5.3, 5.5, 2.5) Floor Plans (5.2, 5.3, 5.4, 5.6) Legal Considerations (2.3) Construction (5.2, 5.3) Insurance (2.1, 2.3) 	HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5) Housing Decisions (2.5, 5.1, 5.2, 5.5) Floor Plans (5.2, 5.3, 5.4, 5.6) 	HOUSING <ul style="list-style-type: none"> Needs, Goals and Resources (2.1, 5.1, 5.5)
SPECIAL HOUSING CONCERNS <ul style="list-style-type: none"> Universal Design (5.2, 5.5) The Home Office (5.5) Housing Assistance (2.4) 	SPECIAL HOUSING CONCERNS <ul style="list-style-type: none"> Universal Design (5.2, 5.5) 	
DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5) Use of Space (5.2, 5.5, 5.6) Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4) Background Treatments (5.1, 5.2, 5.5, 10.1) Accessories (5.1, 5.2, 5.5, 10.4) Landscaping (5.2, 5.6) Financial Considerations (2.5) 	DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5) Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4) 	DECORATING THE HOME <ul style="list-style-type: none"> Design Principles and Elements (5.2, 5.5)
HOUSEHOLD EQUIPMENT <ul style="list-style-type: none"> Relating Needs to Family Roles (5.1, 5.5) Product Research (buying guides, finances, etc.) (5.5, 2.3) Use, Care, and Storage (5.5, 5.6) 		
MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6) Home Repairs and Improvements (5.6) 	MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6) 	MAINTENANCE <ul style="list-style-type: none"> Maintaining a Clean & Safe Environment (5.5, 5.6)
ENERGY AND RESOURCE CONSERVATION (2.2, 5.3)		
TECHNOLOGY FOR HOME AND FAMILY LIFE (5.3)		
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Independent Living Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09025	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
LIVING INDEPENDENTLY <ul style="list-style-type: none"> Choosing a Lifestyle (3.1) Communicating Effectively (7.3) Establishing and Maintaining Relationships (3.2, 7.1, 7.2, 7.3) 	LIVING INDEPENDENTLY <ul style="list-style-type: none"> Establishing and Maintaining Relationships (3.2, 7.1, 7.3) 	
SUPPORTING YOURSELF <ul style="list-style-type: none"> Planning for a Career (1.1, 1.2, 7.2) Workplace Readiness (1.2, 7.4, 7.5) Finding, Keeping, and Advancing in Employment (1.2, 7.4, 7.5) Ethics in the Workplace (7.2, 7.5) 	SUPPORTING YOURSELF <ul style="list-style-type: none"> Planning for a Career (7.2) 	
MAKING FINANCIAL DECISIONS <ul style="list-style-type: none"> Interactions Between the Individual and the Economy (2.1, 2.4) Financial Planning (Budgeting, Saving, and Investing) (2.5) Financial Services (2.5) Record Keeping (2.5) Checking and Savings Accounts (2.5) Credit (2.5) Taxes (2.5) Consumer Rights and Responsibilities (2.3) 	MAKING FINANCIAL DECISIONS <ul style="list-style-type: none"> Record Keeping (2.5) Consumer Rights and Responsibilities (2.3) 	
MAKING CONSUMER DECISIONS <ul style="list-style-type: none"> Housing (5.1, 5.6) Nutrition and Food (4.1, 4.3, 4.5, 8.3) Clothing (10.2, 10.4) Transportation (2.1) Health and Wellness (8.6) 		
ACHIEVING PERSONAL GOALS <ul style="list-style-type: none"> Finding Balance in Life (1.1) Time Management (2.1) Leisure Time (1.3) 	ACHIEVING PERSONAL GOALS <ul style="list-style-type: none"> Finding Balance in Life (1.1) 	
SOURCES OF INDIVIDUAL AND FAMILY SUPPORT AND ASSISTANCE (9.3)		
CURRENT ISSUES	CURRENT ISSUES	
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	

Individual and Family Health Course Topics and Related Standards

TOPICS		
Upper Level MIS-03 # 09129	Comprehensive High School MIS-03 # 09022	Middle Level MIS-03 # 09006
HEALTH AND WELLNESS <ul style="list-style-type: none"> Characteristics of “Wellness” (8.6) Health Concerns Through the Life Span (4.3, 8.1, 8.2, 8.3) Factors Influencing Health Decisions (2.5, 9.2) Environment and Health (2.2, 11.4) 	HEALTH AND WELLNESS <ul style="list-style-type: none"> Characteristics of “Wellness” (8.6) Health Concerns Through the Life Span (4.3, 8.1, 8.2) Factors Influencing Health Decisions (2.5, 9.2) Environment and Health (2.2, 11.4) 	HEALTH AND WELLNESS <ul style="list-style-type: none"> Health Concerns Through the Life Span (4.3, 8.1, 8.2) Characteristics of “Wellness” (8.6) Environment and Health (2.2, 11.4)
EMERGENCY PREPAREDNESS (H12.4.4, H 12.5.4, H12.6.5) <ul style="list-style-type: none"> Situations Supplies Techniques (CPR) Universal Precautions 	EMERGENCY PREPAREDNESS (H12.4.4, H12.5.4, H12.6.5) <ul style="list-style-type: none"> Situations Techniques Universal Precautions 	EMERGENCY PREPAREDNESS (H8.5.4) <ul style="list-style-type: none"> Situations Techniques Universal Precautions
MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Physical Fitness (8.6) Disease Prevention (H12.2.1, H12.2.2, H12.2.3, H12.2.4) Personal Hygiene (8.6) Alcohol, Tobacco, and Other Drugs – (H12.4.1, H12.5.4) Wellness Check-Ups (8.6) Home Safety and Sanitation (4.1, 4.2, 5.6) Health and Athletics (8.6) Rest and Relaxation (H12.2.3, H12.5.2) Stress Management (1.1, H12.2.1) Personal Wellness Program (H12.2.1, H12.2.2, H12.2.3) Healthy Weight Management (8.2, 8.6) Behavior Risks (H12.5.3, H12.5.4) 	MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Disease Prevention (H12.2.3) Personal Hygiene (8.6) Alcohol, Tobacco and Other Drugs (H12.4.1, H12.5.4) Home Safety and Sanitation (4.2) Stress Management (1.1, H8.2.1) Personal Wellness Program (H12.2.1, H12.2.2, H12.2.3) Healthy Weight Management (8.2, 8.6) 	MAINTENANCE OF HEALTH <ul style="list-style-type: none"> Nutrition (4.3, 8.1, 8.2) Alcohol, Tobacco, and Other Drugs (H8.5.5) Home Safety and Sanitation (4.1, 4.2) Stress Management (1.1, H 8.2.1) Personal Wellness Program (H8.2.1, H8.2.2) Personal Hygiene (8.6) Healthy Weight Management (8.2, 8.6)
ILLNESS AND DISABILITY <ul style="list-style-type: none"> Symptoms of Illness (8.6) Impacts of Disease or Disability on Individual or Family (1.3, H12.2.4) 		
HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H12.3.1, H12.6.1, H12.6.2, H12.6.3, H12.6.4, H12.6.5, H12.6.6) 	HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H12.6.2, H12.6.3) 	HEALTH CARE PRODUCTS AND SERVICES <ul style="list-style-type: none"> Analyzing Information (2.3, H8.6.3)
COMMUNITY HEALTH SERVICES, PROGRAMS, AND RESOURCES (2.1, 9.3, H12.6.1, H12.6.2, H12.6.3, H12.6.4, H12.6.5, H12.6.6) <ul style="list-style-type: none"> Access Availability 	COMMUNITY HEALTH SERVICES, PROGRAMS, AND RESOURCES (2.1)	
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1, 1.2)

Nutrition and Foods Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09131	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 # 09006
FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Social Significance of Food (4.4) Etiquette (7.6) Regional, Cultural and Historical Differences (4.4) Food Fads, Fallacies, and Practices (4.4, 8.1) Nutritional Needs During the Life Span (8.2) Influences on Nutrition and Food Practices (8.1) 	FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Nutritional Needs During the Life Span (8.2) Etiquette (7.6) 	FOOD PATTERNS AND CUSTOMS <ul style="list-style-type: none"> Principles of Nutrition (4.3) Nutritional Needs During the Life Span (8.2) Etiquette (7.6)
MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5) Food Purchasing and Budgeting (2.5) Meal Preparation (8.3) Influences on Consumer Choices (2.1) Prepared and Convenience Foods (2.1, 8.3) Food Conservation and Preservation (2.2, 8.5) 	MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5) Food Purchasing and Budgeting (2.5) 	MANAGEMENT OF FOOD RESOURCES <ul style="list-style-type: none"> Safety and Sanitation (4.1, 8.4) Food Preparation Skills (4.5, 7.3, 7.5)
TECHNOLOGY AND CONSUMER CHOICES <ul style="list-style-type: none"> Equipment (4.2) Kitchen Design & Organization (5.4) Consumer Information and Protection (2.3) Scientific and Technological Developments (8.5) 	TECHNOLOGY AND CONSUMER CHOICES <ul style="list-style-type: none"> Equipment (4.2) 	
ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)	ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)	
LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)	LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)	
SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)	SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)	
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2, 12.1)	RELATED CAREERS (1.1, 1.2, 12.1)	RELATED CAREERS (1.1, 1.2)

Textiles and Clothing Course Topics & Related Standards

TOPICS		
Upper Level MIS-03 # 09027	Comprehensive High School MIS-03 # 09022	Middle School MIS-03 #09006
CLOTHING <ul style="list-style-type: none"> • Functions of Clothing (10.4, 10.5) • Interrelationships of Clothing and Culture (10.5) • Effects of Changing Roles and Lifestyles (10.5, 1.1) • Trends in Clothing and Fashion (10.4, 10.5) • Scientific and Technological Advances (10.1, 10.2) • Professional Appearance and Career Clothing (1.1, 10.4) 	CLOTHING <ul style="list-style-type: none"> • Functions of Clothing (10.4, 10.5) • Professional Appearance and Career Clothing (1.1, 10.4) 	CLOTHING <ul style="list-style-type: none"> • Functions of Clothing (10.4, 10.5) • Fads (10.4, 10.5)
ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> • Purchasing Decisions (2.1, 2.5, 10.2, 10.4) • Advertising (2.4, 2.5, 10.4) • Consumer Rights and Responsibilities (2.3) 	ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> • Purchasing Decisions (2.1, 2.5, 10.2, 10.4) • Advertising (2.4, 2.5, 10.4) 	ECONOMICS OF THE CLOTHING DOLLAR <ul style="list-style-type: none"> • Purchasing Decisions (2.1, 2.5, 10.2, 10.4) • Advertising (2.4, 2.5, 10.4)
PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> • Fibers and Finishes (10.1) • Style, Fabrics, and Colors (10.1, 10.3, 10.5) • Self-Expression (10.3, 10.4, 10.5) • Labels (2.4, 10.4) • Wardrobe Planning (10.1, 10.3, 10.5) • Dressing for the Occasion and the Life Stage (10.1, 10.2, 10.4, 10.5) 	PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> • Fibers (10.1) • Style, Fabrics, and Colors (10.1, 10.3, 10.5) • Self-Expression (10.3, 10.4, 10.5) • Dressing for the Occasion (10.5) • Labels (2.4, 10.4) 	PLANNING AND SELECTING TEXTILES <ul style="list-style-type: none"> • Self-Expression (10.3, 10.4, 10.5) • Dressing for the Occasion (10.5) • Style, Fabrics, and Colors (10.1, 10.3, 10.5)
CARE AND MAINTENANCE <ul style="list-style-type: none"> • Laundry (10.1) • Repair (10.2, 10.3) • Home Textiles (10.1) 	CARE AND MAINTENANCE <ul style="list-style-type: none"> • Laundry (10.1) • Repair (10.2, 10.3) 	CARE AND MAINTENANCE <ul style="list-style-type: none"> • Laundry (10.1) • Repair (10.2)
EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> • Identification and Use (10.2) • Safety (10.2) 	EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> • Identification and Use (10.2) • Safety (10.2) 	EQUIPMENT AND WORK AREAS <ul style="list-style-type: none"> • Identification and Use (10.2) • Safety (10.2)
CONSTRUCTION <ul style="list-style-type: none"> • Basic Construction Techniques (10.2) • Specialized Design and Construction (10.3) • Non-Clothing and Clothing Items (10.2, 10.3, 10.4) • Alterations (10.2, 10.3, 10.4) • Clothing Redesign, and Recycling (10.2, 10.3, 10.4) • Working with Unique Fabrics (10.1, 10.2) 	CONSTRUCTION <ul style="list-style-type: none"> • Basic Construction Techniques (10.2) • Non-Clothing and Clothing Items (10.2, 10.3, 10.4) • Alterations (10.2, 10.3, 10.4) 	CONSTRUCTION <ul style="list-style-type: none"> • Basic Construction Techniques (10.2) • Non-Clothing and Clothing Items (10.2, 10.3, 10.4) • Clothing Recycling (10.2, 10.3, 10.4)
CURRENT ISSUES	CURRENT ISSUES	CURRENT ISSUES
RELATED CAREERS (1.1, 1.2)	RELATED CAREERS (1.1,1.2)	RELATED CAREERS (1.1,1.2)

Middle Level Framework MIS-03 # 09006

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CHILD DEVELOPMENT **CARE AND GUIDANCE OF CHILDREN**

- Caring for Children (6.3)
- Guidance of Children (6.2, 6.3)
- Snack Foods for Children (4.1)
- Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)

CREATIVE ACTIVITIES FOR CHILDREN

- Age Appropriate Activities (6.1, 6.2)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

CONSUMER AND RESOURCE **MANAGEMENT**

ROLE OF THE CONSUMER

- Rights and Responsibilities of Consumers (2.3)
- Personal Spending Plan (2.1)

TECHNIQUES IN MANAGEMENT

- Decision-Making (2.1)
- Identifying Resources and Goals (2.1)

RESOURCES TO ATTAIN FINANCIAL GOALS

- Consumer Practices in Shopping (clothing & foods) (2.1, 2.5)

CONSUMER SAFETY

- Internet Savvy (2.3, 7.2)
- Protection of Personal and Legal Identity (2.5, 2.3)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

FAMILY LIVING

THE FAMILY IN SOCIETY

- Definition of Family (3.1)

PREPARATION FOR ADULT ROLES

- Decision-Making (2.1)
- Goal-Setting (2.1)
- Community Involvement and Service to Others (1.3)

INTERPERSONAL RELATIONSHIPS

- Friendships (7.1, 7.2, 7.3)
- Effective Communication (7.3)
- Conflict Resolution (7.4)
- Teamwork (7.5)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

HOUSING, INTERIORS AND **FURNISHINGS**

HOUSING

- Needs, Goals and Resources (2.1, 5.1, 5.5)

DECORATING THE HOME

- Design Principles and Elements (5.2, 5.5)

MAINTENANCE

- Maintaining a Clean & Safe Environment (5.5, 5.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

INDIVIDUAL AND FAMILY HEALTH **HEALTH AND WELLNESS**

- Health Concerns Through the Life Span (4.3, 8.1, 8.2, H6.1.1, H6.1.3, H7-8.1.1, H7-8.1.2)
- Characteristics of "Wellness" (8.6, H6.1.2, H6.2.2, H7-8.1.2, H7-8.7.1)
- Environment and Health (2.2, 11.4, H6.3.1, H6.3.2, H7-8.3.1, H7-8.3.2)

EMERGENCY PREPAREDNESS

- Situations
- Techniques
- Universal Precautions (8.6)

MAINTENANCE OF HEALTH

- Nutrition (4.3, 8.1, 8.2, H6.2.4, H6.5.1, H7-8.2.8)
- Alcohol, Tobacco, and Other Drugs (H6.2.5, H6.5.1, H7-8.2.11)
- Home Safety and Sanitation (4.1, 4.2, H7-8.2.10)
- Stress Management (1.1, H6.2.1, H7-8.2.1)
- Personal Wellness Program (H6.1.3, H6.2.3, H6.2.4, H6.5.1, H6.5.2, H6.6.2, H7-8.2.4, H7-8.2.5)
- Personal Hygiene (8.6)
- Healthy Weight Management (8.2, 8.6, H7-8.2.8)

HEALTH CARE PRODUCTS AND SERVICES

- Analyzing Information (2.3, H6.6.1, H7-8.6.1, H7-8.6.2)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

NUTRITION AND FOODS

FOOD PATTERNS AND CUSTOMS

- Principles of Nutrition (4.3)
- Nutritional Needs During the Life Span (8.2)
- Etiquette (7.6)

MANAGEMENT OF FOOD RESOURCES

- Safety and Sanitation (4.1, 8.4)
- Food Preparation Skills (4.5, 7.3, 7.5)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

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Middle Level Framework MIS-03 # 09006 (continued)

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TEXTILES AND CLOTHING

CLOTHING

- Functions of Clothing (10.4, 10.5)
- Fads (10.4, 10.5)

ECONOMICS OF THE CLOTHING DOLLAR

- Purchasing Decisions (2.1, 2.5, 10.2, 10.4)
- Advertising (2.4, 2.5, 10.4)

PLANNING AND SELECTING TEXTILES

- Self-Expression (10.3, 10.4, 10.5)
- Dressing for the Occasion (10.5)
- Style, Fabrics, and Colors (10.1, 10.3, 10.5)

CARE AND MAINTENANCE

- Laundry (10.1)
- Repair (10.2)

EQUIPMENT AND WORK AREAS

- Identification and Use (10.2)
- Safety (10.2)

CONSTRUCTION

- Basic Construction Techniques (10.2)
- Non-Clothing and Clothing Items (10.2, 10.3, 10.4)
- Clothing Recycling (10.2, 10.3, 10.4)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

CHILD DEVELOPMENT

PREPARATION FOR PARENTHOOD

- Functions of the Family (1.1, 7.2, 9.1)
- Readiness for Parenthood (9.1, 9.4)
- Legal and Financial Responsibilities of Parents (2.4, 9.1)

CARE AND GUIDANCE OF CHILDREN

- Caring for Children (9.1, 11.1, 11.5)
- Cultural Similarities and Differences in Child Care and Development (3.2, 6.2)
- Health and Safety of the Child (4.1, 6.2, 8.1, 8.2, 8.6)
- Ages & Stages of Development (6.1, 6.2, 6.3)

CREATIVE ACTIVITIES FOR CHILDREN

- Age Appropriate Activities (6.1, 6.2)

CHANGING ROLES AND DYNAMICS WITHIN

THE FAMILY (1.1, 3.1, 3.2, 7.1, 7.2, 7.5, 7.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2, 11.1)

CONSUMER AND RESOURCE MANAGEMENT

ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY

- Economic Effects of Changing Roles and Lifestyles (2.4)
- Effects of Individual Actions on the Larger Economy (2.4)

ROLE OF THE CONSUMER

- Factors Influencing Consumer Behavior (2.4)
- Rights and Responsibilities of Consumers (2.3)
- Evaluation of Consumer Information (2.3)
- Financial Agencies and Institutions (2.5)

TECHNIQUES IN MANAGEMENT

- Decision-Making (2.1)
- Identifying and Using Resources to Achieve Goals (2.1)
- Addressing Environmental Issues (2.2)

RESOURCES TO ATTAIN FINANCIAL GOALS

- Short and Long Term Financial Planning (2.1)
- Consumer Credit (2.5)
- Consumer Practices in Purchasing Goods and Services (2.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

FAMILY LIVING

THE FAMILY IN SOCIETY

- Definition of Family (3.1)
- Family Systems (3.1, 7.1)
- Diversity (3.2)
- Families in Crisis (2.1, 3.1, 7.4, 9.3)

PREPARATION FOR ADULT ROLES

- Developing a Personal Philosophy and Code of Ethics (7.2)
- Decision-Making (2.1)
- Goal-Setting (2.1)
- Community Involvement and Service to Others (1.3)

INTERPERSONAL RELATIONSHIPS

- Types (7.1, 7.6)
- Friendships (7.1, 7.2, 7.3)
- Dating (7.1, 7.2, 7.3)
- Effective Communication (7.3)
- Conflict Resolution (7.4)
- Anger Management (7.4)
- Teamwork (7.5)
- Leadership (7.5)

MARRIAGE

- Readiness for Marriage (7.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

HOUSING, INTERIORS AND FURNISHINGS

HOUSING

- Needs, Goals and Resources (2.1, 5.1, 5.5)
- Housing Decisions (2.5, 5.1, 5.2, 5.5)
- Floor Plans (5.2, 5.3, 5.4, 5.6)

SPECIAL HOUSING CONCERNS

- Universal Design (5.2, 5.5)

DECORATING THE HOME

- Design Principles and Elements (5.2, 5.5)
- Furniture (5.1, 5.2, 5.3, 5.4, 5.5, 10.4)

MAINTENANCE

- Maintaining a Clean & Safe Environment (5.5, 5.6)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

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INDEPENDENT LIVING

LIVING INDEPENDENTLY

- Establishing and Maintaining Relationships (3.2, 7.1, 7.3)

SUPPORTING YOURSELF

- Planning for a Career (7.2)

MAKING FINANCIAL DECISIONS

- Record Keeping (2.5)
- Consumer Rights and Responsibilities (2.3)

ACHIEVING PERSONAL GOALS

- Finding Balance in Life (1.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

INDIVIDUAL AND FAMILY HEALTH

HEALTH AND WELLNESS

- Characteristics of “Wellness” (8.6)
- Health Concerns Through the Life Span (4.3, 8.1, 8.2, H9-12.1.1, H9-12.1.3)
- Factors Influencing Health Decisions (2.5, 9.2, H9-12.5.3, H9-12.6.1)
- Environment and Health (2.2, 11.4, H9-12.3.4)

EMERGENCY PREPAREDNESS

- Situations (H9-12.2.8)
- Techniques (H9-12.2.8)
- Universal Precautions (8.6)

MAINTENANCE OF HEALTH

- Nutrition (4.3, 8.1, 8.2)
- Disease Prevention (H9-12.1.4, H9-12.2.1)
- Personal Hygiene (8.6)
- Alcohol, Tobacco and Other Drugs (H9-12.5.4)
- Home Safety and Sanitation (4.2, H9-12.2.8)
- Stress Management (1.1)
- Personal Wellness Program (H9-12.2.1, H9-12.2.2, H9-12.2.3, H9-12.2.4, H9-12.5.3, H9-12.5.5, H9-12.5.6)
- Healthy Weight Management (8.2, 8.6)

HEALTH CARE PRODUCTS AND SERVICES

- Analyzing Information (2.3, H9-12.6.4, H9-12.6.5, H9-12.6.6)

COMMUNITY HEALTH SERVICES, PROGRAMS, AND RESOURCES (2.1)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

NUTRITION AND FOODS

FOOD PATTERNS AND CUSTOMS

- Principles of Nutrition (4.3)
- Nutritional Needs During the Life Span (8.2)
- Etiquette (7.6)

MANAGEMENT OF FOOD RESOURCES

- Safety and Sanitation (4.1, 8.4)
- Food Preparation Skills (4.5, 7.3, 7.5)
- Food Purchasing and Budgeting (2.5)

TECHNOLOGY AND CONSUMER CHOICES

- Equipment (4.2)

ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION (2.4)

LEGISLATION RELATED TO NUTRITION AND FOOD (2.3, 8.5)

SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES (2.1, 9.3)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2, 12.1)

TEXTILES AND CLOTHING

CLOTHING

- Functions of Clothing (10.4, 10.5)
- Professional Appearance and Career Clothing (1.1, 10.4)

ECONOMICS OF THE CLOTHING DOLLAR

- Purchasing Decisions (2.1, 2.5, 10.2, 10.4)
- Advertising (2.4, 2.5, 10.4)

PLANNING AND SELECTING TEXTILES

- Fibers (10.1)
- Style, Fabrics, and Colors (10.1, 10.3, 10.5)
- Self-Expression (10.3, 10.4, 10.5)
- Dressing for the Occasion (10.5)
- Labels (2.4, 10.4)

CARE AND MAINTENANCE

- Laundry (10.1)
- Repair (10.2, 10.3)

EQUIPMENT AND WORK AREAS

- Identification and Use (10.2)
- Safety (10.2)

CONSTRUCTION

- Basic Construction Techniques (10.2)
- Non-Clothing and Clothing Items (10.2, 10.3, 10.4)
- Alterations (10.2, 10.3, 10.4)

CURRENT ISSUES

RELATED CAREERS (1.1, 1.2)

Health Standards (DPI) – 2006 revision*

- Standard 1:** Students understand the fundamental concepts of growth and development.
- Human Growth and Development
 - Body Systems
- Standard 2:** Students understand concepts related to the promotion of health and the prevention of disease.
- Personal Health and Wellness
 - Disease and Illness
 - Safety and Injury Prevention
- Standard 3:** Students understand the effects of external factors on the health of individuals, families, communities, and the environment
- External Influences on Health
 - Health and the Environment
- Standard 4:** Students demonstrate the ability to use communication skills to enhance health.
- Interpersonal Communication
 - Conflict Resolution
- Standard 5:** Students demonstrate the ability to use decision-making and goal-setting skills to enhance health.
- Decision-Making
 - Goal-Setting
- Standard 6:** Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.
- Access and Use of Health Information, Products, and Services
 - Selection and Evaluation of Health Information, Products, and Services
- Standard 7:** Students demonstrate the ability to advocate for personal, family, and community health.
- Communicating Health Information
 - Advocating for Health

**Health Standards for all grade levels can be found at www.dpi.state.nd.us/standard/content/health/index.shtm.*

Health Standards (DPI) – 2006 revision

Standard 1: Students understand the fundamental concepts of growth and development.

Grade 6	Grades 7-8	Grades 9-12
<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>6.1.1 Identify physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body changes, changes in thinking processes, changes in self-image)</p> <p>6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (i.e., the effect of stress on mental performance, the effect of self-image on relationships)</p> <p>BODY SYSTEMS</p> <p>6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)</p>	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body changes, changes in thinking processes, changes in self-image).</p> <p>7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships).</p> <p>7-8.1.3 Explain the processes of conception, prenatal development, and birth.</p> <p>BODY SYSTEMS</p> <p>7-1.1.4 Identify the anatomical structures of the reproductive system.</p>	<p>HUMAN GROWTH AND DEVELOPMENT</p> <p>9-12.1.1 Explain physical, intellectual, social, and spiritual changes that occur throughout life, and how these changes differ among individuals, family, and community.</p> <p>9-12.1.2 Explain how physical, intellectual, social, and cultural factors influence attitudes toward sexuality.</p> <p>9-12.1.3 Describe the importance of prenatal and postnatal care to both parents and child.</p> <p>BODY SYSTEMS</p> <p>9-12.1.4 Evaluate the impact of personal health behaviors on the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STDs).</p> <p>9-12.1.5 Describe and explain the functions of the reproductive system.</p>

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease.

Grade 6	Grades 7-8	Grades 9-12
<p>PERSONAL HEALTH</p> <p>6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management)</p> <p>6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)</p>	<p>PERSONAL HEALTH AND WELLNESS</p> <p>7-8.2.1 Plan strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management).</p> <p>7-8.2.2 Describe ways to improve self-esteem (e.g., personal achievement, community involvement).</p> <p>7-8.2.3 Explain how personal values and beliefs influence individual health practices and behaviors (e.g., nutrition, personal hygiene, abstinence).</p> <p>7-8.2.4 Describe how family history can have an impact on personal health(e.g., hereditary diseases).</p> <p>7-8.2.5 Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS).</p>	<p>PERSONAL HEALTH AND WELLNESS</p> <p>9-12.2.1 Assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets).</p> <p>9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support).</p> <p>9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence).</p>
<p>DISEASE AND ILLNESS</p> <p>6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, allergies, sexually transmitted disease, cardio-vascular disease)</p>	<p>DISEASE AND ILLNESS</p> <p>7-8.2.6 Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable).</p>	<p>DISEASE AND ILLNESS</p> <p>9-12.2.4 Explain the importance of regular physical examinations in detecting and treating diseases early (e.g., self-examination of breasts or testicles and physical examination by a physician).</p>

Standard 2: Students understand concepts related to the promotion of health and the prevention of disease. (cont.)

Grade 6	Grades 7-8	Grades 9-12
<p>SAFETY AND INJURY PREVENTION</p> <p>6.2.4 Explain the relationship between health behaviors and health risks (e.g., drinking milk builds strong bones, aerobic exercise lowers resting heart rate)</p> <p>6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)</p>	<p>DISEASE AND ILLNESS (cont.)</p> <p>7-8.2.7 Explain how school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies).</p> <p>7-8.2.8 Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals.</p> <p>SAFETY AND INJURY PREVENTION</p> <p>7-2.10 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid).</p> <p>7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death).</p>	<p>DISEASE AND ILLNESS (cont.)</p> <p>9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques, HIV/AIDS)</p> <p>9-12.2.6 Describe the social, political, and economic effects of disease on individuals, families, and communities e.g., absenteeism from work and school, loss of income, epidemics of infectious disease).</p> <p>SAFETY AND INJURY PREVENTION</p> <p>9-12.2.8 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects).</p>

Standard 3: Students understand the effects of external factors on the health of individuals, families, communities, and the environment

Grade 6	Grades 7-8	Grades 9-12
<p>EXTERNAL INFLUENCES ON HEALTH</p> <p>6.3.1 Explain how external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., role of family and culture in food choices; advertisements that promote or discourage tobacco use; effects of TV, the internet and video games on physical activity)</p>	<p>EXTERNAL INFLUENCES ON HEALTH</p> <p>7-8.3.1 Describe how external factors (e.g., family, peers, culture, media, technology affect physical, mental and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on Internet usage).</p>	<p>EXTERNAL INFLUENCES ON HEALTH</p> <p>9-12.3.1 Identify how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks).</p> <p>9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines).</p> <p>9-12.3.3 Explain how public health policies and government regulations influence health (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal).</p>

Standard 3: Students understand the effects of external factors on the health of individuals, families, communities, and the environment. (cont.)

Grade 6	Grades 7-8	Grades 9-12
<p>HEALTH AND THE ENVIRONMENT</p> <p>6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, air and water pollution, differences between rural and urban environments, available health care)</p>	<p>HEALTH AND THE ENVIRONMENT</p> <p>7-8.3.2 Identify ways that physical environment influences the health of individuals (i.e., natural and man-made disasters, pollutants).</p>	<p>HEALTH AND THE ENVIRONMENT</p> <p>9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., natural and man-made disasters, the application of pesticides and herbicides on agricultural products, environmental issues that affect the water supply and nutritional quality of food).</p>

Standard 4: Students demonstrate the ability to use communication skills to enhance health.

Grade 6	Grades 7-8	Grades 9-12
<p>INTERPERSONAL COMMUNICATION</p> <p>6.4.1 Describe social skills for building and maintaining positive relationships at school/work and home (e.g., positive communication, cooperation, respect)</p> <p>CONFLICT RESOLUTION</p> <p>6.4.2 Identify strategies for coping with peer pressure (e.g., refusal skills, negotiation skills)</p> <p>6.4.3 Identify possible causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities</p>	<p>INTERPERSONAL COMMUNICATION</p> <p>7-8.4.1 Describe effective verbal and nonverbal skills to enhance health (e.g., passive, assertive, and aggressive behaviors).</p> <p>CONFLICT RESOLUTION</p> <p>7-8.4.2 Describe strategies for coping with peer pressure (e.g., refusal skills, negotiation skills).</p> <p>7-8.4.3 Describe possible causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and specific strategies to prevent conflict in such situations.</p>	<p>INTERPERSONAL COMMUNICATION</p> <p><i>No new expectations at this level.</i></p> <p>CONFLICT RESOLUTION</p> <p>9-12.4.1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>9-12.4.2 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts).</p>

Standard 5: Students demonstrate the ability to use decision-making and goal-setting skills to enhance health.

Grade 6	Grades 7-8	Grades 9-12
<p>DECISION-MAKING</p> <p>6.5.1 Describe the consequences of decisions regarding health behaviors for oneself and others (i.e., tobacco, alcohol, drugs, nutrition and physical activity)</p>	<p>DECISION-MAKING</p> <p>7-8.5.1 Identify the steps of the decision-making process.</p>	<p>DECISION-MAKING</p> <p>9-12.5.1 Apply the decision-making process as it relates to a healthy lifestyle (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome).</p> <p>9-12.5.2 Identify situations that require individuals to work together in a collaborative decision-making process (e.g., fluoridated water in a community, television ratings in the home, natural disasters).</p> <p>9-12.5.3 Identify alternative choices to health-related situations by understanding the short and long-term impacts (e.g., pop vs. water, smoking vs. non-smoking, seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity).</p> <p>9-12.5.4 Explain decisions regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community).</p>
<p>GOAL-SETTING</p> <p>6.5.2 Develop goals to sustain or improve personal health practices (e.g., identifying needs or health risks, employing personal strengths, applying appropriate skills and strategies)</p>	<p>GOAL-SETTING</p> <p>7-8.5.2 Identify how personal health goals can be influenced by abilities, priorities, and responsibilities.</p>	<p>GOAL-SETTING</p> <p>9-12.5.5 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure).</p> <p>9-12.5.6 Assess the plan to address individual strengths, needs and risks and monitor progress toward the goal.</p>

Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.

Grade 6	Grades 7-8	Grades 9-12
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)</p> <p>6.6.2 Develop a plan to budget time and money for work and leisure activities (e.g., prioritization, work/play)</p>	<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>7-8.6.1 Explain how to use community resources and services that provide valid health information (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselors, trusted adults).</p>	<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>9-12.6.1 Describe situations that require professional health services in the areas of prevention, treatment, and rehabilitation (e.g., diabetes, chronic depression, prenatal & postnatal care, alcohol or drug-related problems, child abuse).</p> <p>9-12.6.2 Describe resources to access valid and reliable health information, products, and services both in and outside of the community (e.g., reputable Internet sites such as Centers for Disease Control, MedLine and National Institutes of Health, Chamber of Commerce, or public health organizations).</p> <p>9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options).</p>

**Standard 6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.
(cont.)**

Grade 6	Grades 7-8	Grades 9-12
	<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>7-8.6.2 Analyze the validity of common health information, products, and services (e.g., brand-name versus generic medicine, health fads, weight loss fads, tanning booths).</p>	<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p> <p>9-12.6.4 Evaluate factors that influence personal selection of health care resources, products, and services (e.g., costs and benefits, consumer guide, advice from health professionals, the media).</p> <p>9-12.6.5 Identify local, state, federal, and private agencies that protect and inform consumers (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA] North Dakota Department of Health, North Dakota Attorney General’s Office, County Health).</p> <p>9-12.6.6 Determine criteria to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes).</p>

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health.

Grade 6	Grades 7-8	Grades 9-12
	<p>COMMUNICATING HEALTH INFORMATION 7-8.7.1 Identify myths/facts related to health issues e.g., pregnancy, HIV transmission, drug use).</p> <p>ADVOCATING FOR HEALTH 7-8.7.2 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work with others to advocate for healthy individuals, families, and communities (e.g., classroom pedometer activities).</p>	<p>COMMUNICATING HEALTH INFORMATION 9-12.7.1 Apply strategies to express information and opinions about health issues (e.g., utilizing peer and societal norms, data, surveys).</p> <p>9-12.7.2 Apply strategies for adapting health messages and techniques to a specific target audience (e.g., translating information from a health text to language appropriate for peer education).</p> <p>9-12.7.3 Evaluate the effectiveness of a communication method used to deliver health information (e.g., public service announcements, television or magazine advertisements, web sites).</p> <p>ADVOCATING FOR HEALTH 9-12.7.4 Explain a way in which individuals can improve or sustain community health initiatives and/or services (e.g., exercising voting privileges on health-related matters, assisting in the development of health policies or laws, evaluating community health services, and presenting concerns to legislators).</p>

Standard 7: Students demonstrate the ability to advocate for personal, family, and community health. (cont.)

Grade 6	Grades 7-8	Grades 9-12
		<p>ADVOCATING FOR HEALTH (cont.)</p> <p>9-12.7.5 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning, health fair projects).</p> <p>9-12.7.6 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning, health fair projects).</p>